

**School-wide Positive Behavior Plan (SPBP)**  
 Broward County Public Schools  
 SY 2025 - 2026



<b>School Name:</b>	Whiddon-Rogers Education Center
<b>School Number:</b>	0452

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2024-2025 SPBP template.

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. PBIS (or Integrated MTSS School-Leadership Team) Members**

Title	First and Last Name	Title	First and Last Name
1. Administrator	Marc E. Larose	7.	
2. BTU Representative	Sherolyn Gill	8.	
3. SPBP Point of Contact	Dania Previl	9.	
4. Parent/Community Representative	Latrice Thomas	10.	
5. Equity Liaison	Tashua Duval	11.	
6.		12.	

**1B. Schedule of quarterly PBIS data meetings.**

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze fidelity of staff implementation data in #10A using the 4 Step Problem Solving Process.
3. Collect & analyze student outcome data in #10B using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 <sup>st</sup>	9/4/2025	8:30AM		9/11/2025
2 <sup>nd</sup>	10/1/2025	8:30AM		10/8/2025
3 <sup>rd</sup>	1/20/2026	8:30AM		1/27/2026
4 <sup>th</sup>	3/16/2026	8:30AM		3/23/2026

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment**

**2. PBIS team communication/presentation of new SPBP to staff and stakeholders**

Action Steps:	Dates
Present the 2024-25 SPBP to staff ( <i>prior to April 30, 2025</i> )	4/15/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/15/2026
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/5/2025
Present the 2024-25 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/17/2025

**CRITICAL ELEMENT # 3: School-wide Expectations**

**3A.** List the top five behavior incidents from the previous 2022-2023 and current 2023-2024 school years for Behavior Events as listed in BASIS.

- (a) Review your referral data YTD (“Incidents”) in BASIS Behavior Dashboard.
- (b) Complete the yellow highlighted cells first.
- (c) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Previous Year 2022-2023	# Incidents	Top 5 Behavior Incidents Current Year 2023-2024	# Incidents
1. Disobedience/Insubordination	114	1. Class Cut/Skipping	97
2. Defiance of Authority	102	2. Disobedience/Insubordination	87
3. Out of Assigned Area	101	3. Out of Assigned Area	80
4. Tardiness Habitual	81	4. Defiance of Authority	67
5. Class Cut/Skipping	76	5. Tardiness Habitual	57
TOTAL	474	TOTAL	388

**3B.** School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

School-wide Expectations
1. E=Everyone is Safe
2. A = Act Responsibility
3. G = Give Respect
4. L = Lead by Example
5. E = Engage in Learning

**3C.** At least one lesson plan for **each** school-wide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
Start of School Year	8/11/2025	9AM	Classroom
After Winter Break	1/12/2026	9AM	Classroom
After Spring Break	4/6/2026	9AM	Classroom

**CRITICAL ELEMENT #4: Location-based Rules**

**4A.** List the top three school-wide locations from the current 2023-2024 school year for Behavior Events as listed in BASIS.

Top 3 Locations, excluding Classroom:	
School Location(s)	# Incidents
1. Classroom	319
2. Hallway	80
3. Bus	50

**4B.** Expectations and Rules Chart for common areas of school campus:  
 This chart is posted in all classrooms and used to teach students during behavior lessons.

School-wide Expectations and Location Rules				Completed by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	BUS Rules	Classroom Rules
Everyone is Safe	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Keep all food items on your tray</b> Click here to type cafeteria rules.	<b>Remain seated while the bus is in transit</b> Click here to type location rules.	
Act Responsibly	<b>Have your ID badge visible at all times</b> Click here to type hallway rules.	<b>Remain seated</b> Click here to type cafeteria rules.	<b>Ride your designated bus</b> Click here to type location rules.	
Give Respect	<b>Have a pass when you are not with your class</b> Click here to type hallway rules.	<b>Clean up after yourself</b> Click here to type cafeteria rules.	<b>Keep hands and feet to yourself</b> Click here to type location rules.	
Lead by Example	<b>Walk to your class</b> Click here to type hallway rules.	<b>Walk in the cafeteria</b> Click here to type cafeteria rules.	<b>Wait at your designated area for your bus to arrive</b> Click here to type location rules.	
Engage in Learning	<b>have your ID badge visible at all times</b> Click here to type hallway rules.	<b>Immediately inform an adult of any spills</b> Click here to type cafeteria rules.	<b>Board the bus one at a time</b> Click here to type location rules.	

**4C.** At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the chart in section 4B.

Dates when Rules Lesson Plans for common locations are taught by instructional staff and noted in Lesson Plans.			
Common Location	Hallway Rules	Cafeteria Rules	Bus
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	4/1/2026	4/1/2026	4/1/2026

**CRITICAL ELEMENT # 5: Reward and Recognition Programs**

5. The school-wide reward system focuses on one school-wide expectation OR one specific location at a time. The reward should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

**SMART Criteria:**

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

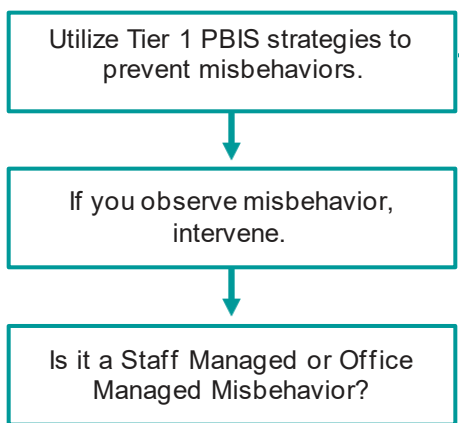
Identified Schoolwide Expectation OR Specific Location: Everyone is Safe

4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>  <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)</i></p>	<p><b>Data used: Office Discipline Referrals</b></p> <p><b>Problem Identification Statement:</b> <i>The problem is there were 97 incidents of students cutting class based on office discipline referrals. This trend causes a major disruption in the learning environment.</i></p>

<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> Students lack of interest in subject, personal issues</p> <p><b>SMART Goal Statement:</b> <i>Class-cutting/skipping incidents will be reduced by 50% within the next school year through implementing targeted intervention strategies such as school-based mentoring.</i></p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p><b>Type of Program/System:</b> Point system</p> <p><b>Description of Program/System:</b> <i>The first of implementation is to clearly define the objectives of the reward program. Secondly, the identification of suitable awards such as certificates of recognition can be determined. Next, establishing a clear criterion defining the specifics of earning rewards. Then, communicate expectations with stakeholders. Monitor attendance, provide regular feedback and celebrate student success.</i></p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</b> <i>Regular check-ins will be scheduled to discuss progress of the reward program. Additionally, periodic observations of staff members' implementation of the reward program will be established. Finally, monitoring attendance data and reward distribution to ensure consistency and accuracy in the implementation of the program. (2-3 sentences)</i></p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p><b>How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"?</b> <i>Through data analysis, noticeable improvement will be observed as attendance rates improve. Conducting surveys to gather feedback from students is beneficial. Attendance rates and number of class-cutting incidents based on office discipline referrals will be used to determine success. (2-3 sentences)</i></p>

# CRITICAL ELEMENT #6: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



- Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
  - Precorrection
  - Preferential seating/seat change
  - Remove distractions
  - Personal schedule/organization
  - Reteach expectations and rules
  - Redirection
  - Prompts, cues, and reminders
  - Think time/cool down area
  - Consistent reward system
  - Modify academic assignments
  - Provide choices

Redirect/prompt (verbal or gestural)  
Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply minor consequence(s):  
Private student conference  
Discussion  
Proximity control  
Encouragement  
Gentle verbal reprimand

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):  
Positive Practice  
Time Out/Owed  
Loss of privilege  
Family contact

Did the behavior improve?

Positively reinforce change in behavior

Apply Administrative Consequence(s):  
Office Discipline Referral (ODR)  
CPST Referral

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
<b>Inappropriate language</b> <ul style="list-style-type: none"> <li>name calling</li> <li>use of profanity</li> </ul>	<b>Inappropriate language</b> <ul style="list-style-type: none"> <li>racial slurs or taunting</li> <li>profanity directed at a staff member</li> </ul>
<b>Disrespect</b> <ul style="list-style-type: none"> <li>talking back</li> <li>physical gestures</li> </ul>	<b>Harassment</b> <ul style="list-style-type: none"> <li>bullying</li> <li>threat or intimidation</li> </ul>
<b>Defiance</b> <ul style="list-style-type: none"> <li>work refusal</li> <li>head down on desk/sleeping</li> <li>not following directions</li> </ul>	<b>Defiance</b> <ul style="list-style-type: none"> <li>leaving classroom, assigned area, or school grounds without permission</li> <li>forgery/plagiarism</li> </ul>
<b>Disruptive</b> <ul style="list-style-type: none"> <li>tattling/false information</li> <li>talking out of turn</li> <li>calling out distracting others</li> </ul>	<b>Disruptive</b> <ul style="list-style-type: none"> <li>inciting others to disrupt teacher</li> <li>chronic classroom disruption: more than 3 times within 30 minutes</li> </ul>
<b>Physical Contact</b> <ul style="list-style-type: none"> <li>touching others, pushing/shoving (no injuries)</li> <li>mutual horseplay</li> </ul>	<b>Physical Contact</b> <ul style="list-style-type: none"> <li>touching others (hitting, kicking, biting) with intent to do harm</li> <li>petty theft</li> </ul>
<b>Violation of classroom or location-specific rules</b>	<b>Violation of the Code of Student Conduct</b>

**Staff:**  
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

**Administrator:**  
Review, investigate and apply consequence according to policy  
Contact family to communicate incident and consequence  
Follow up with teacher/feedback/support




**Crises Events:**  
In need of immediate assistance  
Potentially unsafe environment  
Suspicion of criminal behavior  
Contact front office/administration immediately  
Follow safety team protocol

## CRITICAL ELEMENT # 7: Classroom Management Systems

### 7A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 2-3 measurable and observable action steps the team will take to help educators improve their classroom management system.
<input type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	By sharing best practices through Canvas and through professional study days. The material and resources will provide and equip teacher with strategies and tools to ensure 30% of students will show a reduction in office discipline referrals.

### 7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPs 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other ( <i>specify</i> ):

### 7C. Percentage of classroom referrals: **Use 2023-2024 school year behavior data** for Behavior Events as listed in BASIS.

(a) Review your classroom data YTD (“Events by Location”) in BASIS Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals <b>from classrooms</b> :	319
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	181
% of referrals in the classroom:	64%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

***If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.***

## CRITICAL ELEMENT # 8: Data Collection and Analysis

**8A. Core Effectiveness:** *Use 2023-2024 school year behavior data* for Behavior Referrals as listed in BASIS. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas.

TOTAL Population:		% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	91	42%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	88	41%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
III. > 5 referrals (high-risk students)	33	15%	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### 8B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.</p> <p>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p>	
<p>Core Effectiveness Action Steps: (2-4 steps)</p> <ol style="list-style-type: none"> <li>1. Work with CPS team to identify student who may be in need to tiered behavior interventions.</li> <li>2. Continue to meet with your Tier 1 behavior team to analyze data and adjust SPBP accordingly.</li> <li>3. Continue to implement reward systems consistently.</li> <li>4. Monitor student progress and celebrate behavior improvement</li> </ol>	

**8C. Disproportionality** is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups. Please refer to and review the Quarterly Big 5 Data Template for Quarter 3, Section 5.

	Subgroup	Risk Ratio	If your risk ratio is greater than 1.0 for any subgroup, disproportionality is indicated for that subgroup. Is disproportionality shown in any of your subgroups?	
Referrals by Grade Level	8 <sup>th</sup> grade	8.4	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Referrals by Race vs Population	8.3	7.0	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### 8D. Disproportionality Action Steps:

<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues?</p> <p>(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality.</p>	
<p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> <li>1. Regularly analyze school wide data, including attendance, referrals, and demographic data</li> <li>2. Conduct equity audits to assess school policies, practices, and resources</li> <li>3. Provide training opportunities for staff members to increase awareness</li> <li>4. Implement early warning systems to identify students at risk</li> </ol>	

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

PBIS Team Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans</li> </ul>
Pre-Planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)</li> <li><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>
August 1 <sup>st</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a></li> </ul>
October 2 <sup>nd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>
January 3 <sup>rd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March 4 <sup>th</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> </ul>
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** Implementation of the School-wide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

*“Are staff implementing the SPBP with fidelity? If not, how will you address this area?”*



Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/3/2025 , 1. Review expectations with staff in faculty meeting 2. Send friendly email reminders to staff
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/24/2025 , 1. Review expectations with staff in faculty meeting 2. Send friendly email reminders to staff
100% staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 11/13/2025 , Review expectations with staff in faculty meeting 2. Send friendly email reminders to staff
A reward system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/2/2025 , Review expectations with staff in faculty meeting 2. Send friendly email reminders to staff

**10B.** The SPBP is successful in positively impacting **students**: review behavior data and create SMART goals. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

*“If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?”*

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine “successful” student outcomes ( <i>use numerical data</i> )	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
<b>Behavior Incidents</b> (See critical element #3A)	By January 13, 2026, cutting class/skipping class will indicate a reduction amount of 30% as measured by ODRs in BASIS.	1. Develop and implement an attendance monitoring system to track class attendance  2. Develop target intervention strategies to address root causes of class cutting
<b>Top 3 event locations</b> (See critical element #4A)	By February 12, 2026, the frequency of behavioral incidents in one top 3 location, classrooms will decrease by 25% as measured by ODRs in BASIS.	1. Develop and implement proactive behavior management strategies within classrooms to address and prevent misbehavior incidents.  2. Identify students who are at risk of engaging in misbehavior incidents and provided targeted support and interventions.
<b>Core effectiveness</b> (See critical element #8A)	By March 12, 2026, the Core Effectiveness (students with 0-1 referrals) will increase 8% as evidenced by ODRs in BASIS.	1. Develop and implement positive behavior support programs aimed at promoting desired behaviors and reducing the occurrence of disciplinary referrals 2. Establish data-driven decision

<b>Classroom referrals</b> (See critical element #7C)	By May 13, 2026 classroom referrals will decrease by 20% as evidenced by ODRs in BASIS.	1. Adopt and implement PBIS framework 2. Offer professional development opportunities for teachers focused on effective classroom management strategies, conflict resolution techniques, and culturally responsive practices
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<b>SPBP Submission</b>	
<ol style="list-style-type: none"> <li>1</li> <li>2</li> </ol>	<ol style="list-style-type: none"> <li>1 Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan </li> <li>2. Complete PBIS Point of Contact form. </li> </ol>